



SWISS INTERNATIONAL SCHOOL
QATAR

SAFEGUARDING AND CHILD PROTECTION POLICY

Staff Incharge	DSL Coordinator
Latest revision	August 2025
Approved by	Head of School
Next Revision	August 2026





SWISS INTERNATIONAL SCHOOL
QATAR

Our Vision

SISQ aims to develop learners who are
FULFILLED INSPIRED PREPARED

رؤيتنا

تهدف المدرسة السويسرية إلى تطوير متعلمين
يتصفون بأنهم

مُسْتَعِدُونَ مُلْهِمُونَ مُشَبَّعُونَ

Notre Vision

SISQ encourage les apprenants à devenir
ACCOMPLIS INSPIRÉS PRÊTS



Our Mission

Through learning that is fun, engaging, holistic, collaborative and caring, SISQ develops students who are:

- Intellectually fulfilled: they find joy in their own learning and the learning of others; they are curious, engaged and passionate about learning.
- Emotionally fulfilled: they are happy with themselves, healthy, balanced and confident.
- Socially fulfilled: they develop meaningful relationships; they are connected to others, the world around them and the environment.

Through learning that is inquiry-based, meaningful, challenging, authentic and innovative, SISQ develops students who are:

- Inspired to keep learning: they are inquisitive, questioning and willing to try new things; they take ownership of their learning and are self-motivated.
- Inspired to share and apply their learning: they can use their learning to improve their lives and the lives of others; they communicate their learning to inspire others.

Through learning that is focused on transferable skills, character, attitudes and dispositions, SISQ develops students who are:

- Prepared for the future: they embrace change and challenge; they adapt to new situations and think creatively to solve complex problems.
- Prepared to lead lives of integrity: they are principled and strong; they have a set of values that guide them when they make decisions.
- Prepared to be good global citizens: they are multilingual, open-minded and multicultural in their outlook; they are courageous, caring and prepared to take action to make their community and the world a better place.

رسالتنا

من خلال المتعة والمشاركة، والتعاون، والشمولية والاهتمام، تعمل المدرسة السويسرية على تطوير طلاب يتصفون بأنهم

- مشبعون فكرياً، يجدون الفرح في تعلمهم وتعلم الآخرين؛ إنهم فضوليون ومشاركون ومتحمسون للتعليم.
- مشبعون عاطفياً إنهم سعداء بأنفسهم، يتمتعون بصحة جيدة، ومتوازنون، واثقون من أنفسهم.
- مشبعون اجتماعياً، يطورون علاقات ذات مغزى؛ إنهم مرتبطون بالآخرين وبالعالم من حولهم وبالبيئة.

من خلال التعلم الهادف والفائق على الاستقصاء، والتحدى والابتكار، تعمل المدرسة السويسرية على تطوير طلاب يتصفون بأنهم

- ملهمون لمواصلة التعلم؛ فهم فضوليون ومتساثلون ومستعدون لتجربة أشياء جديدة؛ يتعلمون بدوافع ذاتية.
- ملهمون لمشاركة ما تعلموه وتطبيقه، يمكنهم استخدام ما تعلموه لتحسين حياتهم وحياة الآخرين؛ ينقلون تعلمهم لإلهام الآخرين.

من خلال التعلم الذي يركز على المهارات القابلة للنقل والمهارات الشخصية والمواقف والتصرفات تعمل المدرسة السويسرية على تطوير طلاب يتصفون بأنهم

- مستعدون للمستقبل يتبنون التغيير والتحدى؛ يتكيفون مع المواقف الجديدة ويفكرون بشكل خلاق لحل المشكلات المعقدة.
- مستعدون لعيش حياة تنسجم بالنزاهة، أصحاب مبادئ أخلاقية؛ لديهم مجموعة من القيم التي توجههم عند اتخاذ القرارات.
- مستعدون ليكونوا مواطنين عالميين صالحين؛ فهم متعددو اللغات ومنفتحون ومتعددون الثقافات في نظرهم؛ إنهم شجاعون ومهتمون ومستعدون لاتخاذ إجراءات لجعل مجتمعهم والعالم مكاناً أفضل.

Notre Mission

Au travers d'expériences d'apprentissage amusantes, intéressantes, holistiques, collaboratives, positives, SISQ encourage les apprenants à devenir:

- Intellectuellement accomplis: ils prennent plaisir à apprendre individuellement et collectivement. Ils sont curieux, intéressés et passionnés par leur apprentissage.
- Émotionnellement aptes: ils savent s'apprécier, ils sont positifs, équilibrés et sûrs d'eux-mêmes.
- Socialement compétents: ils développent des relations significatives avec les autres, ils vivent en harmonie avec les autres, le monde et l'environnement.

Au travers d'un apprentissage centré sur la recherche, significatif, comportant des défis, authentique et innovant, SISQ encourage les apprenants à devenir:

- Toujours prêts à apprendre: ils sont curieux, ils posent des questions et sont prêts à innover, ils sont responsables de leur apprentissage et intrinsèquement motivés.
- Toujours prêts à partager et à appliquer leurs connaissances: capables d'utiliser leurs compétences pour transformer positivement leur existence et celle des autres, ils transfèrent leurs apprentissages pour inspirer autrui.

Grâce à un apprentissage orienté vers des compétences de transfert, l'édification du caractère, créant des attitudes et une disposition psychologique bénéfiques, SISQ encourage les étudiants à devenir:

- Prêts pour l'avenir: ils acceptent le changement et les défis, s'adaptent à de nouvelles situations et résolvent des questions complexes grâce à leur créativité.
- Déterminés à vivre de manière éthique, ils suivent leurs principes et sont intègres. Leur valeurs les guident dans la prise de décisions.
- En tant que citoyens du monde: ils parlent plusieurs langues, pratiquent l'ouverture d'esprit en se confrontant à de multiples perspectives. Ils sont courageux, attentionnés et prêts à l'action pour transformer positivement leur communauté et le monde.



Purpose

The United Nations Convention on the Rights of the Child proclaimed by General Assembly Resolution 1386(XIV) of 20 November 1959. This was the basis of the Convention of the Rights of the Child adopted by the UN General Assembly 30 years later on 20 November 1989. The Convention on the Rights of the Child was entered into force on 2 September 1990.

"The child shall enjoy all the rights set forth in this Declaration. Every child, without any exception whatsoever, shall be entitled to these rights, without distinction or discrimination on account of race, colour, sex, language, religion, political or other opinions, national or social origin, property, birth or other status, whether of himself or of his family." "The child shall enjoy special protection, and shall be given opportunities and facilities, by law and by other means, to enable him to develop physically, mentally, morally, spiritually, and socially in a healthy and normal manner and in conditions of freedom and dignity. In the enactment of laws for this purpose, the best interests of the child shall be the paramount consideration."

Educators at SISQ have a professional and ethical obligation to ensure that our students experience a safe and nurturing environment in which they can grow and develop to their full potential, and are protected from harm.

SISQ ethical guidelines for interacting with others in our capacity as educators are set out in the PPP Domain 2 SISQ Professional Standards. This document contains specific expectations with regard to safeguarding children. SISQ employees and associates who violate this code of conduct will be subject to disciplinary action in accordance with school policy and procedures. In some instances, violation of this code of conduct may also be against the law. SISQ will comply with Qatari-mandated reporting laws. Misuse of social media sites can be against the law, especially in the case of indecent images of children, defamation, harassment, and bullying.

For the purposes of this policy we will be looking at safeguarding as preventative and child protection as responsive.

Key Contacts of the Safeguarding Response Team.

Role	Person	Email
Designated safeguarding lead (DSL)	Sonia Bradley	sobradley@sisq.qa
Online Safety Lead (OSL)	Mark Gallagher	mgallagher@sisq.qa
Pastoral Head	Matthew Bradley	mbradley@sisq.qa
School Counsellor	Sofia Huidobro	shuidobro@sisq.qa
Safeguarding Governor	Abeer Al Khalifa	
Head of School	Riyad Yaghi	ryaghi@sisq.qa

Regular monthly meetings of the Response Team will allow for the development of both a preventative and responsive approach. The team will have an opportunity to review case studies and plan staff training when not dealing with actual cases. Staff training will take place annually.



Roles and Responsibilities

Safeguarding Governor

A nominated governor for safeguarding will be responsible for safeguarding arrangements.

The nominated governor will:

- Work closely with the DSL.
- Discuss safeguarding matters with the DSL periodically .
- Review the outcome from an annual audit of safeguarding procedures report to the Board highlighting the effectiveness and implementation of relevant policies; staff safeguarding training; staff recruitment procedures; the handling of safeguarding issues; referral management; and the provision for teaching pupils how to keep themselves safe.
- Manage allegations made against the Head of School.

The Designated Safeguarding Lead (DSL)

The Designated Safeguarding Lead (DSL) takes lead responsibility for safeguarding, including online safety, and child protection. The DSL is the first point of contact for parents, pupils, staff, and others if they have any concerns about safeguarding or child protection. The school will also appoint a Deputy DSL, ensuring that there is always an appropriately trained and designated person in the school at all times. The responsibilities of the DSL are summarised as follows:

Raise awareness:

- Provide support, advice, and expertise on all matters concerning safeguarding.
- Encourage a culture among the staff of listening to pupils.
- Ensure that the safeguarding policy is known, understood, and used appropriately, and reviewed at least annually.
- Monitor the operation of the policy and regularly review and update the procedures and their implementation, working with the safeguarding team and governors as necessary.
- Ensure that all members of staff and volunteers receive the appropriate training, keep and maintain records of this training and ensure that staff are aware of training opportunities and the latest local policies on safeguarding.
- Work closely with the Online Safety Lead(OSL).

Manage referrals:

- Advise and act promptly upon all safeguarding concerns reported to them.
- Refer cases of suspected abuse as appropriate, support staff who make or consider making any such referrals and liaise with the local authorities as required.
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service or other relevant service.
- Refer cases where a crime may have been committed to the police .
- Maintain detailed, accurate, secure written records of concerns or referrals .
- Keep the Head of School informed of all concerns and actions.
- Monitor records of pupils in the school who are subject to a child protection plan, to ensure that they are maintained and updated as notifications are received.
- Monitor the confidentiality and storage of records relating to safeguarding.
- Confirm any current or previous concerns regarding child protection matters during the admissions process.



Deputy Designated Safeguarding Leads (DDSL)

DDSLs are trained to the same standard as the DSL and, in the absence of the DSL, carry out those functions necessary to ensure the ongoing safety and protection of pupils. In the event of a long-term absence of the DSL, a deputy will assume responsibility for all the activities described above. On a day-to-day basis, safeguarding activities may be delegated to a DDSL but the ultimate lead responsibility for safeguarding remains with the DSL.

These expectations apply to all SISQ employees and associates.

Relationships with Students

SISQ employees and associates may function in multiple roles with students, such as classroom instructor, coach, neighbour, family friend, parent of a friend, etc. SISQ employees and associates should avoid behaviour in one role that undermines another. The onus is on the individual to use common sense and avoid actions or behaviours that could be construed as inappropriate, misconduct, child exploitation, or abuse.

SISQ employees and associates will:

- Uphold, as far as is possible given their role, the best interests of the student and ensure that the welfare of students is placed first.
- Take reasonable steps to ensure visibility to passers-by during any one-to-one contact with a student.
- One-on-one time with a student will only take place where justified as a strategy to meet teaching, learning, and counseling outcomes.
- Consider the student's age, developmental level, and level of care required when gaining their attention or comforting a distressed student.
- Be alert to cues from students about their need for personal space or their need for extra support.
- Intervene to prevent incidents of bullying between students.
- Immediately disclose any charges, convictions, and other outcomes of an offence, which occurred before or occurs during their association with SISQ that relates to child exploitation and abuse.
- Use any technology devices appropriately, and never exploit or harass children or adults or access indecent or inappropriate material through any medium. Photos of students to be deleted from personal devices within 24 hours.
- Maintain safe and appropriate physical, psychological, and professional boundaries with students and be cautious about physical contact in practical activities. The following are not permissible:
 - Romantic or sexual relationships with SISQ students or children under the age of 18 in any form.
 - Sharing or providing drugs or alcohol to students.
 - Physical punishment or humiliation.
 - Carrying out personal care that students can do for themselves (i.e. toileting or helping students change clothes).
 - Using bathrooms that are designated as student-only bathrooms.
 - Engaging in rough, physical, or sexually provocative games, including play-wrestling with students.
 - Allowing or engaging in any form of inappropriate or unwanted touching.
 - Allowing students to use inappropriate language unchallenged or using inappropriate language in front of students, including language that is harassing, abusive, sexually provocative, demeaning, or culturally inappropriate.
 - Sharing a private bedroom with a student to whom the employee or associate is not related during school trips.
 - Administering medication unless specifically trained and authorised to do so.



Use of Student Images and Identifying Information

SISQ employees and associates may take or use photographs or other media that include student images, examples of student work, and/or images of students taking part in a school event or activity. These photographs/media are used to provide SISQ families with information about their child(ren)'s education and/or to provide information to other parties about SISQ. The images may only be published on SISQ-approved platforms.

Care will be taken by SISQ employees and associates in the selection of images to avoid the potential of inappropriate use by others. It is preferable to use images that depict an activity or group context, rather than a particular student.

When photographing or filming a child or using children's images for SISQ-related purposes, SISQ employees and associates must:

- Not take pictures of people who say they do not want to be photographed.
- Not publish images of students online or in SISQ print publications if their parents have formally withheld their permission for SISQ to do so (as indicated by a parent consent form).
- Ensure photographs, films, videos, and DVDs present children in a dignified and respectful manner.
- Ensure file labels or text descriptions of photos do not reveal identifying information (except first name) about a child when sending images electronically or publishing images in any form. Exceptions to this may include some SISQ publications.
- On websites, make sure any images used are not tagged with the location of the child.
- Remove/delete inappropriate or objectionable images of students immediately unless they are evidence of bullying or a crime committed against a child, in which case they will be handed over to the relevant administrator and deleted/destroyed in all other places.

Social Media

Social media includes all means of communicating or posting information or content of any sort on the Internet, including to one's own or someone else's blog, personal website, email, social networking, bulletin board, or chat room, whether or not associated with SISQ, as well as any other form of electronic communication.

It is prohibited to upload or post any defamatory, obscene, abusive, or harmful content. SISQ employees and associates should inform the relevant administrator if another employee or associate is observed uploading this type of content.

Social Media Use in the School Setting:

- SISQ employees and associates should use school-adopted Learning Management Systems and social media sites for school, e.g. Google Apps, ISAMS, Seesaw, Managebac, SISQ-created Facebook pages, WordPress, Professional Twitter Account.
- Communications must be age-appropriate and related directly to a student's curricular and extra-curricular education.
- Images posted of SISQ students may only identify them by their first name and only be posted on school-approved social media sites, i.e. A SISQ-created Flickr account is okay, but a personal Flickr account is not.



Safer Recruitment

We will be advised by the relevant guidance included in Keeping Children Safe in Education (revised September 2019) and from The Disclosure and Barring Service (DBS), or similar organisations across the world:

- We will ensure governors and staff on recruitment panels are briefed on safer recruitment protocols as outlined in "Keeping Children Safe in Education" (September 2019) and in line with our own Recruitment policy.
- Our selection and recruitment policy will include all appropriate checks on staff and suitability including DBS/ICPC checks and/or local equivalent.
- With regard to the recruitment of volunteers our policy will be rigorous and follow DBS/ICPC guidance taking into account regulated and supervised activity.
- Ensure that all adults within our school who have access to children have been checked as to their suitability as outlined in "Keeping Children Safe in Education" (September 2019).
- Ensure that all staff and volunteers have read the code of conduct and understand that their behaviour and practice need to be in line with it.
- Maintain personnel files on all staff in the school who have contact with our children, including interns, trainee teachers, and volunteers.
- Ensure that every staff member has up-to-date details including Police Checks recorded by HR.
- Ensure that reference checks are robust and that all recorded references are signed off and dated by a member of the SLT. A telephone reference from the current employer is conducted before contracts are offered.
- Safeguarding/Child Protection is referenced in all job descriptions.

What to do When a Student Makes a Disclosure.

All staff have a mandatory responsibility to follow the 5 R's when a disclosure is being made.

Receive: Don't ask leading questions.

Reassure: They will be safe and you have their best interests at heart.

Respond: Listen and be nonjudgmental.

Record: Make notes.

Refer: Report the information to a designated person and complete the "Safeguarding Concern Form"

Raising Concern About Child Safety or the Conduct of Others

SISQ employees and associates have an ethical obligation to take reasonable steps to voice and/or consult about or report their concerns about the welfare or safety of a child, or about the conduct of others if there is the potential for harm.

Concerns should be shared with one of the Safeguarding Response Team:

- Sonia Bradley (Designated Safeguarding Lead)
- Riyad Yaghi (Head of School, Safeguarding Committee member)

A written record of the incident will be filed and kept in accordance with current data protection regulations. If an employee or associate is suspected of misconduct, a report should be made to the Head of School. If the Head of School is suspected of misconduct, a report should be made to the Safeguarding Governor.



SISQ will take all reasonable steps to protect any employee or associate who, in good faith, reports concerns about misconduct, or is a victim or witness of suspected misconduct, from retaliation, threats of retaliation, discharge, or discrimination directly related to the disclosure of such information.

The DSL will arrange a meeting with all response team members available within 24 hours of the disclosure and decide what action should be taken from the options below, as appropriate.

- Document and monitor the situation.
- Inform parents.
- Inform relevant school personnel typically this would include the divisional Principal, Homeroom teacher, and Advisory Teacher.
- Contact an external agency for support.
- Report to police.
- Provide in-school support/counselling.

References

Documents belonging to the International School of Bangkok Thailand were used as a resource in the original writing of this policy.



Categories of Abuse - (Taken from the NSPCC)

Physical abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child or failing to protect a child from that harm. Physical harm may also be caused when a parent or carer fabricates the symptoms of or deliberately induces illness in a child.

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age- or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact including both penetrative or non-penetrative acts such as kissing, touching, or fondling the child's genitals or breasts, vaginal or anal intercourse, or oral sex. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities or encouraging children to behave in sexually inappropriate ways.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food and clothing; shelter, including exclusion from home or abandonment; failing to protect a child from physical and emotional harm or danger; failure to ensure adequate supervision including the use of inadequate caretakers; or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Bullying

Bullying may be defined as deliberately hurtful behaviour, usually repeated over a period of time, where it is difficult for those bullied to defend themselves. It can take many forms, but the three main types are physical (e.g. hitting, kicking, theft), verbal (e.g. racist or homophobic remarks, threats, name-calling), and emotional (e.g. isolating an individual from the activities and social acceptance of their peer group). Child protection fact sheet Definitions and signs of child abuse © NSPCC 2009 3 The damage inflicted by bullying can frequently be underestimated. It can cause considerable distress to children to the extent that it affects their health and development or, at the extreme, cause them significant harm (including self-harm). All settings in which children are provided with services or are living away from home should have in place rigorously enforced anti-bullying strategies.



Signs and Symptoms of Child Abuse

Signs you may notice:

- Withdrawn.
- Soils clothes.
- Suddenly behaves differently.
- Missing School.
- Anxious.
- Obsessive behaviour.
- Clingy.
- Self harm.
- Depressed.
- Suicidal.
- Aggressive.
- Anti-social behaviour (drugs/ alcohol).
- Sleepy.
- Changes in eating habits.

Neglect:

- Appearance/hygiene
 - Be smelly or dirty.
 - Have unwashed clothes.
 - Have inadequate clothing, e.g. not having a winter coat.
 - Seem hungry or turn up to school without having breakfast or any lunch money.
 - Have frequent and untreated nappy rash in infants.
- Health & Development issues
 - Untreated injuries, medical and dental issues.
 - Repeated accidental injuries caused by lack of supervision.
 - Recurring illnesses or infections.
 - Not been given appropriate medicines.
 - Missed medical appointments such as vaccinations.
 - Poor muscle tone or prominent joints.
 - Skin sores, rashes, flea bites, scabies or ringworm, thin or swollen tummy.
 - Anaemia.
 - Tiredness.
 - Faltering weight or growth and not reaching developmental milestones
 - Poor language, communication or social skills.

Emotional Abuse

There often aren't any obvious physical symptoms of emotional abuse or neglect but you may spot signs in a child's actions or emotions. Changes in emotions are a normal part of growing up, so it can be really difficult to tell if a child is being emotionally abused. Children may:

- Use language, act in a way or know about things that you wouldn't expect them to know for their age.
- Struggle to control strong emotions or have extreme outbursts.
- Seem isolated from their parents.
- Lack social skills or have few, if any, friends.

Sexual Abuse

- Stay away from certain people
 - They might avoid being alone with people, such as family members or friends.
 - They could seem frightened of a person or reluctant to socialise with them.
- Show sexual behaviour that's inappropriate for their age
 - A child might become sexually active at a young age.
 - They might be promiscuous.
 - They could use sexual language or know information that you wouldn't expect them to.
- Have physical symptoms
 - Anal or vaginal soreness.
 - An unusual discharge.
 - Sexually transmitted infection (STI).
 - Pregnancy.



External Support Agencies and Contact Information

Agency	Contact
Sidra Child Advocacy Programme (SCAP)	4003 7227
AMAN Protection & Social Rehabilitation Centre	4409 0999
Child & Adolescent Mental Health Service (CAMHS)	4003 3333 (Sidra Hospital) 4032 9221 (Hamad Hospital)

Some embassies have a child protection officer on staff that can be contacted.